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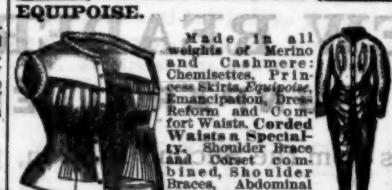
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New York, December 22, 1883.

TREASURE TROVE, FOR DECEMBER.

Is a Christmas Number, and its Holiday appearance sure to make the beautiful magazine more popular than ever. It opens with a short poem, "Merry Christmas," by Wolstan Dixey. The frontispiece is an exquisite design, and illustrates W. Randolph's delightful sketch, "Gussie's Christmas Dinner." The suggestions by L. M. S. in "What To Do" will give many an ambitious boy just the hint he is looking for. "China Painting" (with an illustration) is another of those water-color articles that have been so eagerly read by the young people. A very timely contribution by Colin Maillard describes some indoor pastimes for "The Winter Evenings." An account of "Martin Luther" by Kirke Hazlitt, will be of peculiar interest at this time. It is accompanied by an excellent likeness. A splendid full-page illustration of a Forest Scene in Bengal, with a short description of the Bengal tiger, is in itself a lesson in natural history. This study is made further attractive by the article, "Snake-Charming in India," in which some of the peculiarities of the deadly cobra de capello are explained, and shown to the eye by a large picture. The History of the Nineteenth Century is brought down to "Our Own Times," and comprises a graphic delineation of modern events. Nothing in the number will be

more acceptable than the illustrated paper about "Some Home-Made Christmas Gifts." In the "Authors Worth Reading," the young treasure-seekers are enriched by choice selections from the best writers. Nat. S. Low contributes an amusing account of the "New York Side-walk Trade." This contains six illustrations, and is a most readable and instructive article. The fortunes of "The Boy who Tried" will be eagerly followed by his friends through this instalment. Poetry has not been forgotten, as the "Christmas Hymn" will show; and the little ones are more than remembered in fable, pictures and verses. Pleasing shorter articles find fitting places in the number, and the departments are all brimful of interesting work. In short, the Christmas number is high-water mark. TREASURE TROVE is 50 cents a year. Sample copies free on application to E. L. Kellogg & Co., 21 Park Place, N. Y.

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TEACHING is an art, a science, a profession. There are underlying principles which must be comprehended; a knowledge of the head and the heart of a child which must be acquired; and correct and orderly methods of teaching that must be understood. The natural activity of the pupil must be appreciated and his individuality respected. One of the most atrocious crimes against the human race ever invented by the ingenuity of man, was the old monitorial system of Bell and Lancaster. Nor is the system relieved of one iota of its deformity by reason of the well-known benevolence of its founders. They were not the first men in this world who tried to do good to humanity, and left nought but evil behind them. A system that placed whole classes of children at the most plastic age under the government of other children, with abundant opportunities to gratify petty passions and to lord it over their fellows, for the purpose of exhibiting their power, was dangerous as it was cruel. Out of this system sprang all the military drill and "pomp and circumstance" of spectacular shows which are no proper function of education, and should have nothing whatever to do with the work of instruction in the school-room.—PRES. HUNTER, N. Y. Normal College.

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wise, but it pertains to advancing ideas that nearly all of those who subscribe for it will keep on hungering for. Now and then some one grumbles because the paper is sent right along and he gets a bill for another year. That, friends, is our way of doing business. And we shall continue this mode because not one in a thousand finds fault with it; a very large number write to us thanking us for continuing the paper until they can get the cash. When the editor taught a country school at \$11. per month, he got no pay until March came round. Very many teachers are paid in as slovenly a style still. Yet all the time they want the JOURNAL. Knowing the wants of the many, we follow the plan of sending the paper until it is ordered to be discontinued. But any subscriber, at the cost of two cents can let us know his wishes. If he received several copies of the paper after the time has expired, let him enclose five cents for each copy.

Remember, it is no way to do business to receive copies for one, two, three, or four months, while you are making up your mind, and then coolly ask us to discontinue the paper without paying what is due. If you decide to stop, pay us in full, and go with our blessing.

THE COMING YEAR.

What the coming days and weeks will bring forth in the school-room depends greatly on the environment, that is, the circumstances that surround the teacher. Shall he be a real teacher? Shall his presence in the school-room be a magnetic influence? Shall he be a growing teacher, knowing more of his art as the years roll round? Comprehending the greatness of the work he is engaged in, shall he lay hold of the discoveries made by other teachers?

These are but part of the thoughts we entertain as one year ends and another begins. For teaching is not a mechanical employment; those who teach well have studied to understand it as the pupil intently studies arithmetic or grammar or geography.

We publish this paper not to furnish something for the teacher to read. It is prepared for the specific purpose of instructing him in the art and science of teaching. If there is one in this land that has reached the point that he needs no more instruction in the art of teaching, then we pity his pupils. But no teacher will take this position. To those who would make their school-rooms brighter, and themselves stronger educationally, we know of no means like this very paper. The cost is small and the results great. Those who have had its company during past years testify to the fact that it has been a source of the profoundest help.

We believe in this paper most thoroughly. The thought that rises again and again in the mind of the editor as he reads it is: "Oh, that I had had such a paper when teaching in — school, or in — school!" Earnestly wishing every teacher to attain the highest possible success, he will construct the paper for that end.

THE MAIN OBJECT.

The schools are for the children. They may furnish an easy, respectable mode of earning money for the teachers; but they are wholly for the children. The architecture, the adornments, the sanitary arrangements, the course of study, the length of hours, the records, the punishments are all to be arranged for the highest good of the children. Even the wages that are paid to the teachers are to be looked at from the standpoint of the children.

But is the good of the children the main object? Ask the parents who have been to the school, and see what they will tell you. Let them tell you of the wasted hours, the bad habits, the bad associates, and the small return of knowledge they received for the years spent in the school-room. Ask the children, and let them tell you what goes on, seen and unseen, by the teacher; let them impart to you the real spirit that actuates the teacher and prevails in the school-room. Ask the teachers, and let them tell you candidly whether the knowledge that is obtained by the pupil is a real offset to his effort. Let them say whether there might not be double the acquirement of knowledge and tenfold increase in moral strength. Let them say whether the pupil goes out with a strong and perfect character after spending ten or more years in the school-room.

The main object is too often in many cases lost sight of. A round of duties are performed, it is true, but in so mechanical a way that they leave little impression. But some teachers accomplish a great deal; some teachers place before them daily and hourly the fact that the good of the child is the sole thing they are to live for. Like the Roman emperor, they feel the day is lost when they cannot know their pupils have been benefited by being in their society.

THE COLORED TEACHERS.

Edmund Kirke, in a late number of the *Independent*, spoke quite contemptuously of colored people who desire to become teachers of their much despised fellows. His arguments are not well founded; he is behind the age. We have quite a number of subscribers at the South whose skins are black, but who are evidently very intelligent and wide awake. In fact there is more animation respecting education among the colored people in proportion than among the whites.

We confess to be much surprised at the enthusiasm concerning education; they seem to comprehend that by education only they can rise. At least, the intelligent colored men see with a clear vision that education will remove most of the disabilities under which they labor.

In the *Times*, a correspondent attending the Civil Service examination at the South, saw negroes and whites sitting side by side, and the blacks were prompt to answer questions. They are aiming at advancement.

From a letter before us we quote: "The colored people are learning to save their money and not spend it on pic-nics and other follies. We who are to teach their children must understand education; we must be prepared for our work. We have not only the children to teach, but their superstitious and degraded parents. We must encourage the reading of a good weekly newspaper, and so build up our poor people. The work has been begun and is bound to go on."

Certainly these are well-expressed sentiments.

We rise in glory, as we sink in pride.

Where boasting ends, there dignity begins.

Care to our chin adds a nail, no doubt,

And every grin so merry draws one out.

For the SCHOOL JOURNAL.

LETTERS FROM NORMALVILLE. No. VIII.

Psychology Class.

Psychology, at Normalville, is the word *par excellence*. We hear it in the classes, on the playgrounds, we have it for breakfast, dinner and supper. We discuss "psychology" in the evening, then retire and dream about it. It is the last thing in our thoughts at the end of each day. Col. Parker treats the subject in its "Simon purity," while Prof. Straight treats it from the side of physiology. But why all this attention to that subject, heretofore considered suited only to the giant intellects of metaphysicians who argue fine points with one another, leaving off where they began, or to college professors who lecture learnedly on the subject, and leave their pupils where they found them, namely, in a mist of words. Often the student in psychology merely commits to memory a mass of hard terms, to use upon occasions to tickle the fancy of the ignorant, to whom there is learning in the sound. What has this science to do with teaching, anyhow?

The foregoing are questions often asked, and by many answered negatively. The "Colonel" has doubtless heard some of these questions and remarks asked and made in a sarcastic way, if one is to judge from what he says on the subject. From time to time such remarks as these have fallen from his lips: "What has teaching to do with the mind? We do not use the mind in giving instruction, and the child does not use the mind in receiving instruction. Of course not! If there be such a thing as memory, we, as teachers, ought not to talk about it, or study about it, or try to understand what it is and how it works. Of course not! The power of the mind to receive impressions, and to form pictures or images of the objects seen will do the teacher no earthly good, if he understand it. Of course not! Then the faculties of the mind, such as comparison, association, and recollection will be of little benefit to any teacher if he understand their offices and workings. Of course not!"

However this subject may be presented by the college professor, it is certainly treated in a new, interesting and useful way at Normalville, both by Col. Parker and Prof. Straight. To illustrate the former's method, let the reader imagine himself in a large hall with one hundred students seated before him on settees. Colonel Parker enters the hall from the rear, evidently out of breath, hurries to the large platform and seating himself by the side of a movable blackboard, says: "The power to concentrate your minds on one subject for an hour will be of uncalculable benefit to you through life. Now, children, try it. We have before us an infant whose little mind has as yet received no impressions from the outside world. I swing a red ball before its eyes. What happens?" Ten hands go up. "What happens, Miss P—?"

Answer.—"The child gets its first impression from this object, a red ball."

Colonel Parker.—"How do you know that it gets an impression?"

Ans.—"By the expression of intelligence in the baby's eyes."

Colonel.—"What becomes of this first impression, Miss F—?"

Ans.—"It goes into that part of the mind called memory."

Colonel.—"I swing the ball at another time before the same infant's eyes, what happens, Miss Kittie?"

Ans.—"A new impression is received."

Colonel.—"What does this second impression do, Miss McC—?"

Ans.—"It calls from the memory the first impression."

Colonel.—"What does this second impression do, Miss Bessie?"

Ans.—"It recalls the picture of the red ball."

Colonel.—"Say it differently, Miss H—"

Ans.—"Well, it seems to me that the impression is not a picture, but an image that is in the mind, and this second impression brings that image from somewhere into the conscience of the child, which then sees in its mind a red ball."

The discussion of the effect of the impressions received from the red ball occupies the whole hour. So far as can be seen every member of the class has given close attention, though not all have raised their hands to answer questions or respond when called upon.

At another time the Colonel comes into the hall and when half way to the platform, cries out:

"As I was coming from the boarding-hall to-day, I saw a deer spring up out of the ground. On the deer's back sat a fairy. On the fairy's head was a wreath and in her hands a harp. The deer bounded off and passed from sight. Do you see the picture?" All hands go up. Then follows an expression from various members of the class, of what they saw and how they saw it. After this discussion, Colonel Parker asks this question: "Why is the child's mind so wonderful?"

Such answers as the following are given:

"Because the power to make connection with the outside world is there."

"Because latent power to grasp ideas is in the mind."

"Because the power to will and to do is there."

Col. Parker.—"Then is it of no use to teachers to study this mind and try to find out how it acts?"

"When I think of the immense power that lies concealed and in a latent state in the little mind of the infant, the learning of the oldest philosopher sinks into insignificance in comparison. This mind of the child is the greatest of God's creations, and yet our poorest and cheapest teachers are hired to train this mind! When will people come to their senses and realize that teaching is the greatest art on earth, because dealing with the most precious material on earth?"

"How are we to find a law opening up the mind? This is the great question for teachers to think about. The great master to follow in psychology is the little child."

"We write on the board:

"1. Condition in the mind. 2. Condition outside the mind. 3. Result."

"And find under 1, what, Miss R—?"

Ans.—"The power to receive impressions."

Colonel.—"Yes, or simply the power to. Under 2 we find what, Miss S—?"

Ans.—"The object which produces the impression."

Colonel.—"An object is presented; the mind receives the impress of the object; what is the result, Miss C—?"

Ans.—"I think the result is the first impression."

Colonel.—"Anything else, Miss H—?"

Ans.—"Yes, there is an emotion with the impression."

Miss W.—"I think the emotion may be one of pain or pleasure."

Colonel.—"A good point, Bessie. Then the pupil may be disgusted or pleased with the teacher's instruction. Is there any other result?"

Miss McC.—"I think a desire to see the object again is produced."

Colonel.—"That would depend upon the teaching, or upon the attractions of the object. Any other result?"

Ans.—"Choice. Increased power of the mind. Power to hold—retention."

Colonel.—"All this is the result of the first impression. What will be the result of the second impression? What is the first thing that the second impression does?"

Ans.—"Recalls the first impression into the consciousness. Recalls first impression together with first emotion. Produces a new emotion of pain or pleasure. Comparison is made. Recognition takes place."

Colonel.—"What would result if the second impression did not recall the first?"

Ans.—"There would be no thought; there would be no recognition, hence no knowledge."

Colonel.—"How does the second impression strengthen the mind?"

Various answers are given. One is that strength is added upon the same principle that strength is

added to the muscles, namely, by exercise, followed by rest, followed by exercise. Thus the mind grows and becomes strengthened by its own exercise in receiving and digesting new impressions, the exercise to be followed by rest.

On another day the Colonel came before the class, and said: "I would divide teachers into two classes—one very small, the other very large. The former would contain all who work from principles, the latter all who work from patterns. One class would be freemen, the other slaves. In the school-room of one class I would feel a growth; in the other I might see system and order, but it would be the system and order of machinery, of military law."

"One question for discussion to-day, is 'What does a word do?' I write the word 'turkey' on the board; what does it do, Miss H—?"

Ans.—"It brings into my consciousness the word turkey."

Colonel.—"What else does it do, Miss B—?"

Ans.—"The word turkey, brought into my consciousness, in turn brings into consciousness the picture of a turkey."

Colonel.—"What is your opinion, Mr. O—?"

Ans.—"Upon receiving the impression of the word turkey, recollection calls forth the word from memory, which word calls up the image of a turkey from memory, an act of recognition takes place, and I know turkey."

Colonel.—"Would the object turkey produce as great an effect as the word turkey?"

Ans.—"Yes, greater."

Colonel.—"Why, Mr. L—?"

Ans.—"Because in one case we have dead lines of white on a surface of black as the only aid to assist the mind in its work of comparison and recognition, while in the other we have the object itself, or an object similar to the original object that produced the picture in the mind. One is real, the other is artificial. One acts with greater power because natural."

Colonel.—"How the time flies. Next time continue this discussion of the effect of the written or spoken word upon the mind." J. W. FITCH.

For the SCHOOL JOURNAL.

SUPERINTENDENTS.

A county superintendent writes: "I receive a number of educational papers, but find no time to read them. I have no doubt they are useful. The teachers are welcome to look over my papers. I never ask them to subscribe for educational papers. Probably they are as busy as I am, and would not find time to read them if they had them."

Can such a man be a good superintendent? This question was in our mind, and it went in a letter to a wide-awake teacher in this man's parish; and here is the reply:

"Supt. — is a very nice man, indeed. I would say, however, he does not know much about schools. He wants to see good order, and then he hears a class or two recite, and then he makes a little speech—the same in every case, I judge—and away he goes. He tells the people how much he is doing, and they elect him again. I don't know as we could do any better just now. In — county, when I used to teach, Supt. — was something to be proud of; he made me what I am as a teacher. He is a power for good there. I long to go back where he superintends. He can in a short time see what a school is, and those who have good schools are appreciated."

As the superintendent is, so is the school in most cases. The visit of a real superintendent to a school is a momentous event. He may be a life-giving power to both pupils and teachers. He can tell in a short time whether the teacher is teaching or only hearing lessons. He can give insight, breathe help, encouragement; he should illustrate by his teaching the principles of education; he should show how the great ends of education are practically reached.

Who are the men or women to superintend our schools? We reply, those who have themselves been signally successful as teachers, and who, in addition, can impart the causes of their success to others. This may rule out many who have been put in by the power of politics, but we cannot help that.

For the SCHOOL JOURNAL.

HAND EDUCATION.

By W. N. HALLMAN.

(Concluded.)

Another characteristic demand of the new education is for the social training of the young human being. This demand is not met by the average school of to-day. The latter aggregates large masses of children, it is true, but it does so merely for the sake of economy. Its work applies nevertheless, only to individuals as such. It would train each individual pupil in the mass to the same average of scholarship, or, at least, to some purely individual standard of excellence; the purposes of each individual lie wholly within himself. Indeed, in the work of the school as such, all approach of individuals for the sake of closer fellowship, for the formation of common purposes, for the union of effort, is resented as a misdemeanor. He is the best pupil who succeeds best in isolating himself from all the rest.

The present civilization wants more than this. In the school as well as in all other departments of life, it clamors for adaptation to the gospel of the brotherhood of mankind. Indeed their growing conviction of the brotherhood of man is the essence of progress in civilization. It brings the conviction that the life of the individual attains its highest value in the life of mankind; and that, on the other hand, man attains his sublimest independence in and through association. Hence, the new education would train the young human being as a social factor, in, through, and for society. It would, through the very character of the work done in the school, lead the child to appreciate the value of common effort, and his own value in common effort by actual, constant, growing experience.

In the schools that have struggled through the scholasticism of a dying era, the young human being is prepared for successful life with associates, with equals. At the hand of the pleasure which intercourse with equals brings, childhood's vague desire to be with equals, is elevated into manhood's conscious love of humanity. The happiness that lies in doing good, in helping, in giving up one's being to a common aim, in subordinating individual purposes to the common good, is tested and practiced constantly until it becomes the pupil's very nature to seek these things. Here he discovers his own great value to the well-being and happiness of the little society, learning to respect and honor himself on rational grounds, and to strive for greater individual excellence for the sake of securing greater power to bless. Here he learns to appreciate by actual experience the magic power of thoughtful, unselfish division of labor, in accomplishing objects that lie hopelessly beyond the pale of individual conception and execution. Here he learns to reverence the power for good that lies in mere unity of purpose. Here, in short, he practices coördination, subordination and leadership, self-denial and self-accusation, gratitude and benevolence, love and duty, in all their varied interrelations, in an active fertile, social life.

The Kindergarten in its ideal form represents the first step towards a practical realization of their aims in the work of education. It is in an ideal embryo society of equals which the child enters when it awakens to social consciousness, to a desire for intercourse with other children. In the Kindergarten it is placed under the most favorable condition for vigorous social development in ideal directions. The material placed in its hands is carefully prepared, the plays and games are thoughtfully selected, the guidance of its life is in thoroughly judicious hands. The child plays with the balls, builds, weaves, or embroiders, not for the sake of mere excellence in the accomplishment, but to make him individually and socially stronger, to enable him to become a more useful member of the little society. The Kindergarten is not so much to give lessons in these things; as it is to provide, with their help, opportunities for individual expansion in the attainment of common ends.

The child learns to love them as much for the

good it can do with their help—though it be childish good—as for the mere egotistical satisfaction of the "I can do it."

The ideal Kindergarten does not use the gifts and occupations for the sake of mere proficiency in these things as is done by the average school with the studies of arithmetic, grammar, history, etc. It has time for learning, for acquiring new knowledge and skill, but it expends the bulk of its time in using the knowledge and skill acquired for purposes of common good, in exercises which practice social virtues, power to give and power to gain true enjoyment. It enables the children to learn by using. The schoolmasters have long repeated with pride the maxim *docendo discimus*—we learn by teaching. The spirit of the Kindergarten means to extend the benefit of this to the children, that they may learn by doing.

The schoolish time-table, the concert exercise for the sake of economy, the stupid pumping process of the catechetical torment, the weary, worn-out teacher, have no place in the Kindergarten. The nature of the work to be done is dictated by the needs of the hour, by the nature of the purpose to be attained. The children work or play in harmony, each doing its allotted part, lively conversation tests, and that brings knowledge; and the teacher is strengthened and upheld by the teeming joyous life about her. In short, *living has taken the place of driving*.

The chief appliances of the Kindergarten in satisfying the demand for social training are the social game, the song, the march, group-work, and the garden. The powerful effect of the song and the march in uniting the participants in a common endeavor is generally conceded, and their manipulation offers no difficulty to those who have music in their soul and rhythm in their bones; on the other hand, the deep significance of the social game is frequently overlooked, and it is very often handled as merely a pleasant pastime, or as something to be learned for itself, like a lesson for the information it contains. The social game, properly completely engages the powers each of child in an all-absorbing common enterprise. Around the words of the game as a nucleus the child group whatever related knowledge and dramatic power it may possess; this it does in the most self-forgetful manner, intent only on contributing its full share—all it has, and all it is—to the common enterprise. In the intervals of the Kindergarten it gathers fresh information, new fancies, and brings these into the subsequent representation of the game. Thus the game grows from day to day, and becomes an internal, living, deeply instructive, and highly artistic mode of social expression, in which the thought and feelings, the purposes and sympathies of the little players arrange themselves and unite in a beautiful and harmonious whole.

The group-work labors under a similar lack of appreciation; indeed, it may be said that among American Kindergartners it is scarcely known. This may be due to the fact that Froebel and his immediate followers only foreshadowed it, and failed to work it out in its possibilities as fully and clearly as they did with the individual of the gifts and occupations; or it may be due to the fact that the schoolmaster captured the young Kindergarten in many sections, and worried it into a preparation for the primary school, made a sort of cheap sub primary of it.

In one of the chief varieties of group-work, the variety foreshadowed by Froebel, the individual work of Froebel, has a common objective point. All the building, weaving, paper-folding, embroidering, etc., is performed with a common central purpose. Perchance the children have been interested in a bakery, and all their work looks to the representation of their ideas on the subject. The blocks furnish the oven, some folding-sheets yield troughs, tables and chairs, sticker and wax-pellets, the tools for handling the dough and for managing the fire; from clay they fashion rolls, loaves, cakes, etc. When all is done, or at proper intervals during the construction, suitable songs and appropriate games add their uniting and harmonizing influence. Similarly the wheat-field,

the mill, the barn-yard, the parlor, dining-room or kitchen, the river, the pond or lake, the depot, and hundreds of other things furnish themes for work in which the child's whole being is aglow with gratitude, generous impulses to help, with hope and success. There is not an individual and social virtue which is not fed and does not grow during these general exercises; there is not a department of knowledge or skill that is not brought nearer the child's control.

Another important phase of group-work has been discovered by Mrs. Hailman and myself. The principle of the connection of contrast underlies all Froebel's work in all that leads to conscious recognition. This principle we applied to the child's growth in conscious recognition of the value of society in Kindergarten life, and found the contrast between one and many so great, that the child could not discover the unity that lies in both. For this the occasional groupings of intermediate smaller numbers seemed inadequate; it seemed necessary to supply manageable intermediate links between the extremes. It was clear to us that the child should meet these links at every turn in all the occupations of the Kindergarten; that the child should have opportunities to recognize the unity involved at every step, as a constant vivifying ingredient of the atmosphere of the place.

This we accomplished by two very simple expedients, the group-table, and orderly seating at the general or society table. The group table is square and large enough to accommodate four children, one on each side. The center of the table and the middle of each side are marked for the guidance of the child. The sled-referring work to all its at once to an individual and a group center. The work done at this table will be externally grouped on the sides, or about the center of the square which plays so important a part in the occupations.

The groupings reveal the individual in their sides, and the social unity in the squares as a whole, so distinctly that the children make the discovery without difficulty. Both are so easily managed, too, that the children find it easy and delightful to apply the discovery at once in symmetrical inventions, in which all the members share the work and the play equally. What they accomplish is to them distinctly "ours" as well as "mine," and more intensely "mine" because it is "ours."

These discoveries prepare the child for similar triumphs at the circular group-table, which accommodates from three to six children, and at the general table, which seats twelve or more children. Here, too, the discoveries are applied in similar, though more extended symmetrical work, in which the spirit of unity that makes social effort strong, is elevated and glorified in the most charming designs, rewarding the simplest effort as by magic.

Similar suggestions were offered by me in my "Kindergarten Culture," concerning the arrangement of the flower-beds in the children's garden. Froebel and his immediate followers content themselves with a single bed for each child, enclosed by a border-bed in which all have an interest. To me it seems that the law of the connection of contrasts demand here, too, the suitable distribution of group beds, in which a few children are concerned as a transition from the one to the all.

Again, while Froebel, Koehler and others are satisfied with a crude arrangement of the beds in rows, it seems to me that our law calls for symmetrical arrangement around a common center, with distinct prominence of group-centers and individual centers.

In conclusion it may be well to warn against a one-sided apprehension, the important part which social effort plays in the new education. It is by no means proposed to sink the child's individuality, nor to submerge self in a sickly sort of loving sentimentalism which merely makes room for whatever has the insolence to assert itself. On the contrary, it is proposed to strengthen the child's individuality; to make it vigorous by exercise; to lead it to even greater self-consciousness in practice; to elevate its tone and character by giving it a controlling tendency to seek worthy objects for a generous activity in which it cannot avoid being a help or a hindrance; to enable it to become a leader in the face of all obstacles in all matter in which it has the stuff for leadership, and to be a contented follower in all affairs in which its powers assign it a humble station. The child is to be treated in the Kindergarten as a loved and indispensable member of the little society, and the drift, scope, and character of his individual development should be determined largely by the place he can hold to the best advantage. He is worthy of the highest praise who does his best; and it is to enable the human being to find the place where he can do his best, that the New Education calls for constant exercise of the child's powers in well-directed social effort.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

FIRST YEAR'S WORK.

(Continued.)

BY FRANCIS W. PARKER, Principal of the Cook Co. Normal School, Chicago, Ill.

BUSY WORK.

The moment that a child enters a school-room he should be given something to do. Never allow him to sit idle. Too often the teachers allow the little new-comers to dangle their feet from a hard bench for hours before giving them the slightest attention.

After the first warm welcome, put a piece of crayon in their hands, send them to the black-boards or sand-table, give them a slate, a set of pictures, anything, in fact, to occupy their attention. The whole process of education consists in training a child to work in the right way and in the right direction.

Under the plan of teaching by groups, the greatest difficulty which confronts the teacher is to keep the children at work while she is teaching. This difficulty, I believe, can be overcome by giving the pupils a great variety of work by making the work definite and easy at first, and by changing the work every ten or fifteen minutes. A few suggestions in this direction may be helpful to teachers.

Drawing on slates, paper and black-board should be begun as soon as the child enters school. Allow him to draw anything his fancy dictates—houses, fences, trees, flowers, animals, etc., giving now and then a few suggestions, such as "Your house will fall over, Jennie, if you don't make it straighter;" "The cows will break that fence down;" "Cows have four legs, Annie."

Tell them stories, and let them illustrate them with a picture. A good teacher made this discovery: after telling a story, fully one-half of her children, who had been sent to the board to draw whatever they pleased, began of their own accord to illustrate it.

Of course with this should begin the regular drawing lessons. The slates should be carefully ruled with wide spaces thus:

Writing may be made one of the very best means of furnishing busy work. Copying words and sentences from the board and beginning the technical writing of the letters.

I have often heard teachers say that so much writing became monotonous and tiresome, doing the same thing right over and over again. Yes, "doing the same thing right over and over," does become very tiresome. But under skillful teaching children never do the same thing over and over again; gradually and surely the teacher leads them, step by step, up to her own ideal; and with such progress there is always pleasure. Many teachers have so poor an ideal themselves, that they cannot lead the children a very great way.

Observe two important rules: first, that you give your children definite things to do; second, that you give plenty of time in which to do them.

Have them carefully arrange their work in a certain way; for instance, if they are making, let's have them make a definite number of letters, and a definite number of rows, thus making the lesson one of number as well as of writing.

The better children do their work the better they delight in it. Accuracy and precision have a most important place in education. Never allow a child to spell a word wrong; never allow him to begin or end a sentence without the proper capital or punctuation mark; in short, never allow any careless work of any description.

In number quite a variety of busy work can be found. Give them a certain number of blocks and see how many forms they can make out of them. Shoe-pegs (five cents a quart), splints, shells, beads,

pebbles, leaves may be used in the same way. Take a number and let the children separate it into all possible ways. Make the multiplication table with shoe-pegs. Draw squares, triangles, and all kinds of forms on the board or slate, in threes, fours, or fives, regularly arranged.

Moulding in clay is an excellent and instructive busy work, and is, beside, the best possible way to begin the teaching of form.

Make a sphere first, then change it to apples, pears, peaches, potatoes, eggs, bird's nests, etc. Follow the sphere with the cube and its multitude of like forms.

All the varieties of Kindergarten work may be safely introduced into the primary school: folding paper; weaving splints; making forms with blocks, and at the sand-table; in fact when the teacher has the right motive in her heart, new and ingenious inventions for work will spring up on every hand.

The teacher gives the children definite directions in regard to their work, and then for ten minutes gives her entire attention to teaching a group. No sound is made except that necessary for the work. At the end of that time the children, led by the teacher, strike up a merry song. She then inspects the work, with a good-natured smile for those who have tried, and a "try again" for those who have failed, then after a few minutes of free gymnastics she gives new directions and calls a second group, and again the children settle down to another ten minutes of eager interesting work.

How to accomplish this desirable result I cannot tell; I can only say that I have seen it done very many times; have seen children grow into habits of industry and self-control; have seen them happy in their work and contented in their school.

As the skill of the teacher increases, the means and devices for busy work become more and more simple. "Give me the crayon and the pencil and I will always have my children busy and interested," said an excellent primary teacher.

Never do anything for the children that they cannot be trained to do for themselves. Train them to habits of self-reliance and helpfulness in little things. Let them sprinkle the slates and clean them. Envelope the work on the black-boards, arrange the crayons, dust and put in order the desks. Lead them from the start into habits of neatness and cleanliness; neatness of person as well as neatness of surroundings.

ORDER.

You will remember my definition of order. Order limits attention to the work in hand. In reality the amount and kind of work attracts the attention, and is the essential means of keeping order. Two questions may be confidently asked: "Is there too much restraint for good work?" "Is there too much freedom to command the best attention?" The only thing to be done is to make the work the greatest of all surrounding attractions.

It is simply cruel to try to prevent a child talking a little about his work to his neighbor. The frantic attempts to stop whispering would be ludicrous were they not so unmerciful.

Self-control is a growth that too much restraint stultifies. Precision is necessary for accurate work and orderly arrangement, but when precision steps over the line and encroaches upon the freedom necessary for thought evolution, it cripples and deforms.

No one can mistake the happy, joyous atmosphere of a good school-room. I am quite sure that I can feel the growth of a school, and the best place in which to judge of it is the play-ground. If the children break out of the house with yells and cries, like prisoners breaking away from the Bastille; if they are coarse and rough in their manners; insolent to their equals and impertinent to their superiors, then be sure that such a school furnishes but little better training than the street. I have known a teacher whose order, to the inexperienced eye, was perfect, who worked assiduously from morning to night, and yet who, as far as I could see, had not one particle of moral power over her children. The longer her pupils went to school the rougher and more ungainly in mind and body they grew.

I would not undertake to account for this teacher's signal and entire failure, but surmise that the cause could be found in the fact that she worked for herself and not for her pupils.

PLAY.

I must not leave out the indispensable factor of play in suggesting means of mental development. Play is Nature's primary work, and is just as necessary to human growth as work itself.

The Kindergarten gives us a fund of suggestion in regard to plays. Primary teachers should study the Kindergarten.

Many plays can be adapted to the school-room, but a school is unfortunate which does not have a good play-ground where croquet, lawn tennis, ring toss, foot-ball, bean bags, etc., can be freely indulged in. Twenty minutes devoted to hearty, health-improving play is better than twenty minutes spent in sentimental confidences or unholy whisperings. It is unhealthy bodies that produce morbid minds, and no system of education can afford to undervalue the importance of physical development and rational discriminated exercise. The teacher should play with the children, for by playing with them she can teach them more in certain directions than she can in the school room. Beside, the teacher needs to play herself—real play brings rest.

My talk has already been a long one, and yet it seems to me that I have said very little comparatively about the first year's work. It is the all-important problem of the educational world, and no genuine progress can be successfully begun until it is solved. If principals and superintendents would leave for a while their arduous labor of preparing pupils for high school or college and go up into the lowest primary room and there learn, by actual and prolonged experience, this question would be solved in the quickest and best possible way.

For the SCHOOL JOURNAL.

LESSON ON NUMBERS.

It may be that the plan which I adopt to explain to my little ones, which we commonly express as "borrowing one," may be of use to some other primary teacher. It is a simple plan that I hit upon while vainly endeavoring to explain to the pupils by another method, and I use it successfully.

Let us take this example: 520-282. I have a supply of \$1 bills, ten-cent pieces and pennies. Now I say to the children: "We will call the units pennies; the tens, ten-cent pieces; and the hundreds, \$1 bills. From \$5, 2 ten-cent pieces, 0 pennies, we will take \$2, 3 ten-cent pieces, 2 pennies."

"I would like you to give me two pennies from your pile of pennies," I say to one. And the answer comes, "I have no pennies."

"Then let us take one of our ten-cent pieces and have it changed into pennies. How many ten-cent pieces have you left?" "One." "How many pennies now?" "Ten." "Now you may give me the two pennies; and how many have you left?" "Eight." "Now I would like three ten-cent pieces, but you told me a moment ago you had but one; what will you do?" One says: "We have some \$1 bills we can change; one dollar will make ten ten-cent pieces." "You already had one ten-cent piece; now with ten more how many have you?" "Eleven." "How many \$1 bills are there left?" "Four." "Next you may give me three ten-cent pieces and how many are there left?" "Eight." "And can you give me two dollars now?" "I can." "How many dollar bills left?" "Two."

As a result we have \$2, 8 ten-cent pieces, and 8 pennies. When they fully understand this, they will probably be able to carry the principle still farther into thousands—at least I have never had any difficulty in going into thousands, after the work through hundreds had been mastered.

A PRIMARY TEACHER.

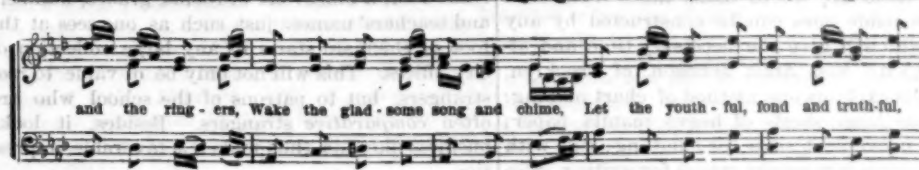
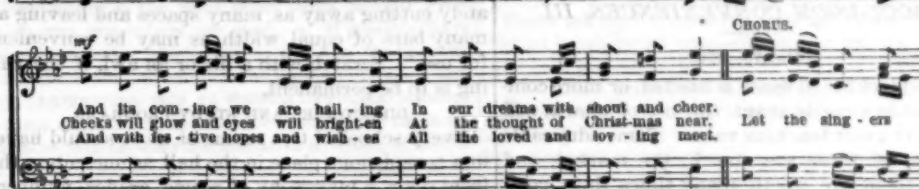
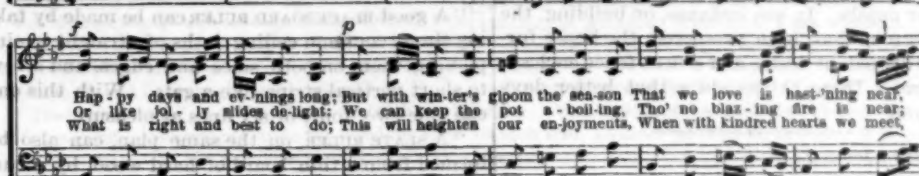
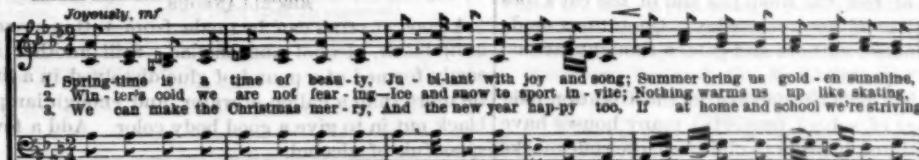
In *The Washington Star*, among the "Special Notices," appears the following: "The prayers of God's people are most earnestly requested for the thorough purification of a church whose pastor and officers are inveterate tobacco users, much against the wishes of its members."

CHRISTMAS SONG.

GEORGE BENNETT.

Joyously, mf

T. CRAMPTON.



For the SCHOOL JOURNAL.

THE OBSERVING POWERS.

Every faculty of the human mind lies dormant in the mind of the child. We wish to arouse those faculties, to call them into action. The doing of this is developing them. While it is true that each of these faculties at the proper time manifests itself, and attains a certain degree of power without any special training being given to it, it is also true that with special training its power is greatly increased. The Indian and the white man may pass through the forest together, and the former will see footprints upon the dead leaves and sticks where the latter can only see the leaves and sticks. The Indian can find the hidden trail by the broken twigs of the trees and the bent verdure, which entirely escapes the observation of the white man. This is not due to any difference in the structure or power of the eye; it is entirely due to the training of the observation. He has been trained to observe all these minute details from his youth.

(1) The proper time to begin the training of any faculty is when that faculty begins to manifest itself. It would be absurd to attempt to teach the young child to reason on abstract truths. The reasoning faculty has not yet begun to manifest itself, but the observing faculty has, and now is the time to begin to train it.

(2) The child's attention is arrested by novelty and variety, and when the effect of these has worn off, and the teacher is not able to bring more to bear on the lesson, she should bring the exercise to a close.

(3) Object lessons should be carefully graded. During the first stage several objects should be used for the purpose of bringing out but one fact or quality. Suppose the first lesson is to be given to a class of little ones who have just entered school, and the aim of the lesson is to train the children to notice resemblances and differences. You have collected a number of objects of different shapes, having several of like shapes. Form is the most fitting quality to begin with; it is the one by which children first learn to recognize objects. You have a ball, an orange, some marbles and some peas or large shot, perhaps, for your spherical shapes; a lead-pencil, slate pencil, stick of candy,

square of wood, pasteboard, and paper, coins, buttons, etc. If there is a table at which the children can stand and handle these articles, so much the better. The teacher can then direct one to select all the articles he can find that are shaped like an orange, and another all those shaped like a stick of candy, and place them together. If there is nothing in the room that will answer the purpose of a table, then the teacher can hold up a marble and an orange and ask the children to tell what they see about the shape of those two things. When they have said that they are alike in shape, hold up two others and ask if they are alike; ask them to name two or three things that are alike in shape. In the same way take up differences in shape.

(4) Next may follow a series of lessons on parts and uses. In the last you will need fewer articles, the children being now able to give attention to one object for a longer time. They are then in the second stage. After a few weeks spent upon these lessons they will be ready for lessons of the third stage, in which but one object will be used. Thus attention is given to the form of the object, its color, size, parts and uses. In the fourth stage this order is continued, with the addition of such other qualities as hardness, toughness, elasticity, brittleness, and the relation between these qualities and the uses for which the article is adapted in consequence. In the fifth stage, facts respecting the way in which the article is made or obtained may be added.

For the SCHOOL JOURNAL.

AROUSING INTEREST.

By J. N. DAVID, Co. Superintendent, West Va.

I found in a school, in which TREASURE-TROVE is used as a supplementary reader, that the question, "Why the cow has no front teeth?" has aroused much interest. The parents discussed it also. One man asserted that all split-hoofed animals were without front teeth, but the boys declared the pig's mouth was well supplied. Another said only the cow was thus made, but the boys caught a sheep and proved he had made a mistake. That original investigation was worth more than a week's cramming of words without meaning.

In my visit this year I ask for a reproduction of what I said in the school in my visit a year ago,

and am surprised at the accuracy with which my words are reproduced. The illustration of the number of feet the wasp has and of the cat's toes is as fresh as if used yesterday. Quotations made from standard authors and golden thoughts are accurately repeated to me.

There is a decided increase in the attention paid to the care of school property; many houses have been repainted in order to obliterate the rude marks of former pupils. In one instance, on building, the natural grove has been preserved, the house furnished with patent desks, and a neat fence encloses the ground. These things show that better days are at hand.

For the SCHOOL JOURNAL.

SCHOOL-ROOM CONVENIENCES, III.

CHARTS, ETC.

Where blackboard space is limited, or more commonly, when time is scant, the use of charts will be found of great teaching value. Some admirable specimens of these are now in the market, and some of them are worth many times their cost. But home-made ones can be constructed by any teacher who will give the necessary time and attention to it. Miss Anna Johnson, of Brooklyn, N. Y., thus explains one method of chart making: "Purchase large sheets of heavy manila paper; cut into convenient sizes for handling; rule with colored pencils into proper spaces for writing. Use a large blunt pen, making the marks heavy enough to be seen across the room. The following are some of the subjects which may be thus used, making one chart of each: Days of the week, months of the year, names of the holidays, boys' names, girls' names, names of streets or places, names of presidents, names of fruit, and names of animals, birds, trees, flowers, trades, groceries, dry-goods, meat, etc. Words pronounced the same way and spelled differently. A piece of muslin may be pasted on the paper, through which strings or tapes may be passed for hanging up. Large pictures illustrating lessons may also be drawn on the paper with colored crayons. The writer has made and used such sheets with success."

Of course the ingenious teacher can carry out this idea much farther, and make charts, especially on standard themes, that will be useful for many years. Indeed, there is no limit to the range of their usefulness, if the teacher has some scientific knowledge and is at all skillful with the pencil.

A good way to illustrate and exhibit a regular series of lessons on any one subject is to draw them in sections, which may be pasted together in one long horizontal strip, mounted on two rollers in a frame (which any smart boy could make), and used just like an old fashioned "panorama" on a small scale. This plan will also save wall space and preserve the lessons.

INKS AND COLORED CRAYONS.

The following are a few convenient recipes for making various inks: No. 1, Black, $\frac{1}{4}$ oz. yellow prussiate of potash, $\frac{1}{4}$ oz. bi-chromate of potash, 5 ozs. solid extract of logwood, and 5 galls. rain water. Boil the last two for five or ten minutes, then put in the first two, and simmer a few minutes longer. A few drops of pure carbolic acid will keep from moulding for a long time. The whole cost will be trifling. This ink is good for steel pens, as it will not rust them very readily. Of course, a greater or less quantity than the above can be made by using the ingredients in the proper proportion. No. 2, Black ink is thus made: 3 galls water, 2 lbs. nut galls, 10 ozs. sulphate of iron (copperas), and 9 ozs. gum arabic. Boil the nut galls three several times, adding water at each, or if the equivalent amount of extract be used, dissolve it with the other ingredients in warm water, and mix. A few drops of creosote will prevent moulding. No. 3, Red ink: Boil 2 ozs. of Brazilwood, $\frac{1}{4}$ oz. alum, $\frac{1}{4}$ oz. crystals of tartar, in 16 ozs. or 1 pint of pure water till it is reduced one-half; in the strained liquor dissolve $\frac{1}{4}$ oz. gum arabic, and add a tincture made by digesting $1\frac{1}{2}$ drams of cochineal in $1\frac{1}{2}$ ozs. of good alcohol. Colored crayons can be made of the ordinary white crayons by boiling them in aniline

dyes (to be had at any drug store, in various colors), dissolved in hot water.

MISCELLANEOUS.

A good SLATING can be made from rotten-stone, lamp-black, alcohol and shellac. Still another is easily formed of a pound of glue dissolved in a little more than a gallon of water, and enough lamp-black put in to give a good body color. Add a few spoonfuls of alcohol.

A good BLACKBOARD RULER can be made by taking three common ceiling laths of straight grain, planing them on both sides and edges, and screw to short vertical strips like a gate. With this one can rule two, four, or six lines at pleasure.

A SLATE RULER, on the same plan, can also be formed from a thin board of hard wood, by accurately cutting away as many spaces and leaving as many bars of equal width as may be convenient for use. Scratch with a file or an awl, if the ruling is to be permanent.

DIRECTORIES AND STUDY-PROGRAMS.

Every school of two rooms or more should have, in a conspicuous place in the hall as one enters the front door, a DIRECTORY of rooms, grades, numbers and teachers' names, just such as one sees at the foot of the main stairs in any large collection of city offices. This will not only be of value to real strangers, but to patrons of the school who are often comparative strangers. Besides, it looks business-like and thus makes a favorable impression.

STUDY-PROGRAMS are not so rare as formerly, but still are wanting in many schools. The order in which, and the time for which, each lesson should be studied, is of as much importance to the average school pupil as knowing the time for recitation. In ungraded schools, especially, a great amount of confusion and idleness often arises from children not knowing how to dispose of their time to the best advantage. Therefore we cannot too often reiterate the expression of a need for "Study-Programs."

NEWS OF THE WEEK.

WITH HINTS FOR TEACHERS.

Considerable excitement exists in Ireland over the condemnation of O'Donnell. A petition to the Home Secretary for the commutation of his sentence is talked of. A meeting of the National League was held at Loughrea, in spite of a proclamation from the government forbidding it.

A little tempest is brewing in Manitoba. The citizens complain that the Dominion Government grants the Canadian Pacific Railway a monopoly that is opposed to the interests of the Colony—the freight rates being so high that it is almost impossible to send their produce to market; and that it maintains a very burdensome duty on agricultural implements.

[Where is Manitoba? What are its principal products?]

Queen Victoria has made the poet Tennyson a peer. (Henceforth we must call him *Baron Tennyson*.)

[What is a peer? Who makes them? What are their privileges?]

Sergeant Mason was pardoned on the 24th of Nov. by the President.

[What of this man?]

A committee consisting of Mr. J. F. Finerty, who was elected in Chicago as a representative of Ireland in the United States Congress, with Mr. S. S. Cox and others, waited upon President Arthur to request the intervention of our government in O'Donnell's behalf.

[Why are such things done?]

A proposition is made that the State buy the Adirondack forests, and so save them from the lumbermen.

[Where are these forests? Why is it desirable to preserve them from destruction?]

Work on the Panama canal is steadily progressing. 11,000 men are now at work, and 4,000 more will be put on by the last of January.

[What cities at the termini of the prospective canal?]

Patrick O'Donnell was hung in Newgate prison, London, at eight o'clock A. M., Dec. 17.

FRANCE.—The making of cider is one of the important industries of France. There are now in that country more than 4,000,000 cider apple trees. The average annual product is more than 250,000,000 gallons. The cider is mixed with water for drinking or bottling.

EDUCATIONAL NOTES.

NEW YORK CITY.

ORATORIO SOCIETY.—The "Messiah" will be given Dec. 26th and 27th at the Academy of Music. Mme. Trebelli, who is said to be the greatest contralto singer in oratorio, will be one of the soloists. An interesting occasion is promised.

THE PHILHARMONIC CLUB.—The second concert of this season occurred Tuesday evening, Dec. 4th, at Chickering Hall. Four members out of the six that comprise the club took part in the program, and were warmly applauded for their careful and sympathetic rendering of their work. Their efforts were enjoyed to the full by those present; the quartet playing was the perfection of delicacy, and the shading was exquisite. The next concert is announced for the evening of January 15th, when Mr. Max Heinrich and Mrs. Agnes Morgan will assist.

THE SYMPHONY SOCIETY.—At the second concert, Dec. 8th, at the Academy of Music, a new symphony by Tchaikowsky was heard for the first time in this country. The interest it has aroused from its newness and first production will not be enhanced by a repetition. It lacks a sweetness of melody and brilliancy of theme, even in its quicker movements, that makes a work of its length pleasing to the listener. The "Midsummer Night's Dream" of Mendelssohn was given entire. The soloists were Miss Charlotte Walker and Mrs. Christine Dossert, both sopranos. The choruses were sung by the ladies of the Oratorio Society of this city, and of the Harmonic Society of Newark. A prelude, adagio and gavotte, by Bach, was played by the stringed instruments for the first time in that arrangement. The next concert will take place Jan. 5th.

The annual report of the Children's Aid Society of Brooklyn, among other interesting points, gives a summary of the statistical part of the work done since its establishment in 1866: 2,194 children sent to good homes in the country; 6,160 children sent to good homes in the city; 7,581 girls taught on the sewing machine; 10,334 boys taken in from the streets; 26,011 mothers and children sent to Sea-Side House; 37,018 articles of clothing distributed to children; 558,593 lodgings furnished to street boys; 1,611,026 meals furnished to the hungry; \$60,120.93 received from the boys, in part payment for their food and shelter. Of the officers, Michael Snow is President, E. B. Ward, Secretary, and R. D. Douglass, General Supt. The trustees include some of the most prominent citizens of Brooklyn. The buildings consist of the Newsboys' Home at 61 Poplar street; the Home Industrial School at 139 Van Brunt street, and a Sea-Side Home at West Brighton Beach.

N. Y. CITY.—Including the one thousand pupils in the various art and technical schools of Cooper Union, it is estimated there are in this city over two thousand industrial art pupils alone. Besides the Cooper Union, there are chiefly found in the school of the Metropolitan Museum of Art, the Drawing School of the General Society of Mechanics and Tradesmen, the art department of the "Turnschule," the Society of Decorative Art, and the New York Trade Schools. The instruction given to these two thousand workers is bound to be felt in all the trades of the city within a short time. The demand for this sort of education largely exceeds the present supply. In every school there has been the same story of a long list of applicants awaiting their turn for admission. The results are already encouraging. There is now in progress an advance in every department of labor that requires artistic workmanship. There are more good designers and more good artisans to carry out their designs than there ever have been before. Moreover, there is in training a class of native artisans who are able to compete with foreigners on even terms. This is notably true in respect to work in silver.

ELSEWHERE.

GEORGIA.—G. J. N. Wilton, of Jefferson, proposes to publish the *Educational Wavelet*.

BROOKLYN.—Miss Morris, Principal of No. 39, was recently complimented by the Board of Education by having her salary raised from \$1,800 to \$3,700, on the ground "that as she earns a man's money she should receive a man's pay."

CHAUTAUQUA.—"The School of Theology," a branch enterprise of the famous Chautauqua idea, has students enrolled as follows: In Hebrew, 88; Greek, 132; doctrinal theology, 85; practical theology, 116; historical theology, 35. The system of instruction is by the correspondence method, and is intended for those clergymen who need theological training and who cannot attend

any of the seminaries. The Dean of this school is Rev. Alfred H. Wright, Boston.

The meeting of the Alumni Association of the Albany Normal School will be held Dec. 27, 1883, in the afternoon and evening. 2,213 invitations have been sent to all those whose addresses are known. A great number of all classes have declared an intention to be present. Address of welcome by Hon. W. B. Ruggles, State Supt. of Public Instruction. Response by W. B. Davidson, '72, Pres. of Alumni Ass'n. A song of welcome, a hymn, a poem, an address, have been contributed by alumni. "The Land of the Sunset Seas" will be the theme of Ex-Gov. Gibbs, '47, of Oregon. For entertainment, write to E. P. Waterbury, C. C. Alumni Ass'n.

WEST VIRGINIA.—The November meeting of the Teachers' Institute for this section was notably interesting. Col. and Mrs. Parker were both present and very naturally were the centers of attraction. The former gave some of his instructive "talks," and the latter showed herself at various times a proficient elocutionist. The Colonel also lectured in the evening, filling the large hall of the House of Delegates to overflowing. His theme was his favorite one of "Learn to Do by Doing." The previous evening was delightfully filled by Prof. Little, of Washington, with one of his illustrated "Chalk Talks." Prof. Michelborough was an able ally of the others in instituting instruction.

NEW YORK.—The Inter-Academic Literary Union is an association "to encourage the students of the academies of New York State in their efforts to attain efficiency in academic studies." This result they specially try to obtain by giving prizes at competitive examinations and public drills on 16 branches of study, including essays, declamations, and recitations. Out of the 46 cases of prizes and "honorable mention" of last year, we notice that the Binghamton High School took 10, the Colgate Academy 5, and a less number went to each of the other contesting schools. The next series of competitions takes place at Waterville, July 1-3, 1884. For further particulars address the secretary, Jas. W. Ford, Hamilton, Madison Co.

THE Massachusetts Teachers' Association hold its thirty-ninth annual meeting in Boston, December 27, 28, and 29. Among the subjects are: "The No-Recess Question," by Supt. Charles W. Cole, Albany; "Temperance," by Miss Mary A. Livermore; "Why do not more pupils attend our High Schools?" by Mr. Alfred Bunker, Boston; "Practical Work in the School-room," by Miss Lulu M. Bagley, Fitchburg; "Illustration in Teaching," by Mr. Charles F. Adams, Worcester; "Reading," by Miss Lelia C. Tedford, East Boston; "How far can Kindergarten Methods be adapted to Primary Schools?" by Miss Lucy H. Symonds, Boston; "Means or expedients found helpful in daily school-life," by Misses Bessie B. Winslow, New Bedford; Lydia W. Ball, Worcester; Lilly P. Shepard, Lawrence; Addie McKechnie, Springfield; "The Education of the Feelings," by Dr. G. Stanley Hall, of Harvard University.

IOWA.—Supt. Matthews says of educational exhibits: "A display of the work of the county arouses the interest of the parents—a very important consideration—and it affords the teachers a great opportunity of comparing their work, and, of course, improvement follows. Language work, numbers and geography work by the second, third and fourth reader classes is preferred, with written examinations on oral lessons in home civil government and 'common things.' Special attention should be given to letter-writing and compositions (on simple, everyday subjects), bringing specimens from the third and fourth reader classes; also to map-drawing and collections: of the flora of the county, minerals, native wood, and any other work in natural history. In granting certificates after the close of the Institute of August, 1883, the work done by a teacher's school will decide, in part, the question of renewal of that teacher's certificate. The teacher's scholarship must be up to the standard of 80 per cent. in every study also, to entitle them to renewal. Sixty dollars in premiums will be awarded to the country schools showing the best work, and forty dollars will be awarded to the various graded schools of the county by the Agricultural Society, but the display of work in competition for premiums will be at the option of the teacher to whom it belongs.

FOREIGN.

ENGLAND.—According to the London *Schoolmaster*, the Mundella, or "New Course of Study," is in great danger of breaking down. The trouble seems to be that in attempting to work a great and sudden reform, the English resorted to statutory enactments too cumbersome and inelastic for practical use. The result will probably be an immediate Parliamentary revision of the Code.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.

1. Is this a correct sentence: "Trade for cash strictly?"
2. "Who is the greatest American lexicographer living?"
3. Name the three most famous American historians?
4. How would you manage and arrange a school where two teachers have to use the same room?
5. What is meant by the Invincible Armada as spoken of in history?
6. What grade should I receive in penmanship? I. E. B.

[1. "Trade strictly for cash" would be preferable. 2. There is no great lexicographer since the death of Webster and Worcester. 3. We should select Bancroft, Irving, and Motley as the most noted three, though Prescott, Sparks, and others are good. 4. If possible, have the teachers desks, black-boards, etc., in the opposite ends of the room and arrange the pupils to face accordingly, having the two recitations begin and close at the same time. Then by earnest work on the teacher's part there will be little danger, after a while, of confusion arising from the two classes. In Maryland once, we had a white graded school of four teachers in a single large room. 5. A fleet of 138 vessels of the largest size, carrying over 3,000 cannon and 30,000 men, sent by Philip, King of Spain, to conquer England in the time of Queen Elizabeth, 1588. It was dispersed and almost annihilated by Lord Effingham, with 87 English ships. 6. To be frank, we would say about "third."—Ed.]

- (1) How were the equatorial and polar diameters, and the circumference of the earth found? (2) How was the earth's distance from the sun found? (3) How was the earth's inclination from its perpendicular found to be 23½°?

J. T. B.
[Select a star in the zenith and move north until it has sunk one degree; the distance gone over is one degree, and proves to be about 69¼ miles; multiply this by 360 and get the entire circumference, supposing the earth to be a perfect sphere. But extensive earth measurements of 1735-45 showed a polar depression of nearly 1½°, and thus established the fact that polar diameter is about 26 miles shorter than the other. (2) The best way is, by measuring the parallax of the sun as determined by the transit of Venus—a rare event. Look in the astronomical almanac. (3) The sun sinks from June 21 to Dec. 21, 23½°.—Ed.]

- (1) What are the names of the members of the Cabinet? (2) Who is President of the Senate? (3) Speaker of the House? (4) Who is Chief Justice? (5) Who is acting Vice-President?

P. F.
[1. Fred. T. Frelinghuysen, N. J., Sec. of State; Chas. J. Folger, N. Y., Sec. of Treasury; Robert F. Lincoln, Ill., Sec. of War; Wm. E. Chandler, N. H., Sec. of the Navy; Walter Q. Gresham, Ind., Postmaster General; Benjamin H. Brewster, Penn., Attorney General; Henry M. Teller, Col., Secretary Interior. (2) Senator Edmunds, of Vermont. (3) John G. Carlisle, of Kentucky. (4) M. R. Waite, of Ohio. (5) Senator Edmunds.—Ed.]

I reply to C. L. T.'s question of Nov. 17, '83, on "Opening exercises in school—where the teacher cannot sing." Tell the pupils to write one or more questions of general interest and place them in a box kept for that purpose. After roll-call the teacher may read these queries aloud. Call for an answer from the school. If they can not give one, the teacher may answer or may direct the pupils where to find information.

JENNIE DAVIS.

I am not in a position to apply any modern theories of teaching, as the system here was perfected decades since, and all that is needed now is to turn the crank. I thought myself a greater woman than to follow the multitude to do evil, but here I am hurling disconnected, unassimilated facts at an exceedingly sleepy audience because "they all do it." I just want the help of such training as Col. Parker is giving at Normalville. Could I support myself there and still get the benefit of his instruction?

Cambridgeport, Mass.

[Write to Col. Parker.—Ed.]

Do you know any work devoted entirely to the factoring of numbers and other important points which are often overlooked in our common arithmetics? If not, what authors treat most fully of factoring, etc.? I would like an arithmetic that will enable me to teach

as arithmetic is taught in our normal schools and institutes.

E. D. GRUN.

Wls.
[There are several valuable higher arithmetics, but none that deal extensively with the subject of factoring. Perkin's "Higher Arithmetic," Robinson's, (Iverson, Blakeman, Taylor & Co., N. Y. city), Davies' (A. S. Barnes & Co. N. Y. city), are two fine works.—Ed.]

Noticing in the last number of your JOURNAL that the National Educational Association would meet next summer at Madison, Wisconsin, I ask what are the requirements for becoming a member.

J. R. W.

Norfolk, Va.
[The membership fee is \$2.00, to be paid to the Treasurer. You can join in July by sending the fee or, which will be more profitable, bringing it in person.—Ed.]

Please tell me if the teacher is obliged to see all of the district board before commencing her schools, if they all signed the contract?

J.

[The board must have a meeting, of which every member must be notified; that board or a majority must agree to hire you (it may or may not be in writing, but it is better to be in writing;) then you are legally hired as the teacher. You are not obliged by law to see any member or any one of them, but it is better that you should.—Ed.]

Please solve and give explanation of the following: From Dayton, O., due south to St. Marks, Fla., is .024 1-6 of the earth's circumference. How many miles is it?

Mich.

J. H.

[For most purposes the following solution will suffice: As the circumference of the earth has 360°, 360° × .024 1-6 × 69 1-6 (the approximate number of miles to a degree at or from the equator)—601.75 miles. Ans. For a more rigid accuracy the above decimal part of the exact polar circumference in miles should be taken.—Ed.]

In teaching beginners to read by the word-method from a chart or primer, do you think the teacher should point to the words as they are read to them? E. G.

[In using the chart the words should be pointed out for several reasons. But these reasons do not apply in the case of a primer or book in the possession of each pupil and held near to the eye.—Ed.]

Please give a plan which I may present to my pupils, for the use of the verbs "lie" and "lay," also "sit" and "set;" or when one should be used in preference to the other.

Mrs. S.

[See article on "Four Troublesome Words."—Ed.]

Please be kind enough to tell me through your journal what you consider the best text-book on grammatical analysis.

[There are many good volumes; Clark's, by A. S. Barnes & Co.; Reed & Kellogg's, by Clark & Maynard, are excellent.—Ed.]

Where can I get a number of Star Roll cards, and what is the price of them?

C. A. M.

Union, Mo.
[They are not yet out; notice will be given of their publication.—Ed.]

Do you know where I can get a biography of the generals that are spoken of in the United States History? A.

[There is no single-volume work of this kind, so far as we are informed. This knowledge is to be obtained from many histories and single biographies.—Ed.]

If 5 and 3 make 10, what will 6 and 8 make? M. A. C.
[If 5 and 3 *abnormally* make 10, there is an increase of 2, or 2-8 or ¼ of the real sum; in the same ratio 6+8 would *abnormally* make 14 (the real sum) + ¼ of 14, or 3½, which would be 17½. Ans.—Ed.]

THE UHLANS, at Stuttgart, once erected a shed for a goose, which had marched into their quarters voluntarily, and for twenty-three years neither threats nor persuasion had been able to separate the martial bird from its adopted regiment for any great length of time. When the Uhlans went to fight for their country the forsaken and desolate goose took up for the time with a battalion of infantry; but no sooner did the first Uhlans re-enter the town than the goose marched out to meet them, and returned with them to her old quarters. She lately died and has now been stuffed, and is to be seen in a glass case on the gate of the barracks at Stuttgart.

New Books, December, 1883.

The publishers of the SCHOOL JOURNAL intend to give their readers each month a pretty clear idea of the books of the month. This list will be of value to the increasing number in all sections who want to keep posted on the new publications. Prices will be given and other information to guide buyers. Publishers will please send us information before the 20th of each month. Reviews will be found in their appropriate place, but brief, descriptive notices will be added to the titles.

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An exchange thinks it a mistake for a man of Marion Crawford's promise to write himself out at the beginning. It is rather a mistake not to "make hay while the sun shines."

"The Bread Winners" will be published by the Harpers, on Friday, January 4, '84, or possibly a few days earlier. This new story promises to be one of the most popular American novels since "Uncle Tom's Cabin."

Rev. E. A. Rand, the popular writer of books for boys, has written what is described as a most fascinating book, published under the title of "All Aboard for the Lakes and Mountains." It is published by D. Lothrop & Co.

Leach, Shewell, and Sanborn, educational publishers of Boston and New York, announce as nearly ready, "Lessons on the Human Body." This is an elementary treatise on Physiology, Hygiene, and the Effects of Stimulants and Narcotics upon the Human System.

The *Examiner* says that Mr. G. W. Cable is an orthodox Presbyterian, and originally objected, on moral grounds, to writing fiction. The same conscientiousness may account for the rare quality of his work. If any one needs a tender conscience it is the popular novelist.

Boston's literary pride seems to have been sorely punctured by Matthew Arnold's expression of opinion. When, oh when, will Englishmen learn that the province of American criticism is an unctuous agreement with foregone conclusions, particularly those of Boston?

It is said that Henry Holland once lost a bet of a guinea owing to his failure to find a dog spoken kindly of by Shakespeare; and an English writer avers that the great bard looked upon all dogs as curs, more less snappish and cowardly. Perhaps the dog of that day had not reached his best estate.

Among the most costly and magnificent publications of the holidays is the series of twenty original etchings by American artists, published by Cassell & Company. The cheapest edition is \$20. per volume; the edition *de luxe* (limited to 200 copies), \$125. per copy; and the parchment edition (limited to 3 copies, which have been sold), \$300. each.

As one reads Dr. Holmes's poem in the current *Atlantic*, one cannot help wishing that he would not insist so continually on his privileges as an "older inhabitant." The world will have aged very considerably before ever the Autocrat seems to belong to a past generation. We should never think of his years were it not for his own constant reminders. Let him not be so ready to "cover up the fire" that in few other hearts burns so brightly.

Many years ago Lieut. Matthew F. Maury, of the U. S. Navy, became famous for his ocean explorations, soundings and charts. In fact he was one of the world's great authorities as a general writer on Physical Geography. Many readers of that period will keenly remember the fascination with which they read the facts and descriptions that flowed from his graphic pen. Few, if any, explorers and writers ever added so much to the world's special knowledge of the sea as Lieut. Maury. Among the later of his practical contributions to marine science were the survey and mapping of the great ocean plateau between Newfoundland and England. For the knowledge at that time of the existence of such a sub-marine sheet, alone made it possible to successfully lay the Atlantic cables. Hence, the revision of a work on Physical Geography, by an author of such attainments and services, should be considered a matter of the greatest satisfaction by teachers and all readers of good books; especially is this the case when the reviser is so competent a person as Dr. Mytton Maury, and the publishers so energetic a firm as the University Publishing Co. of New York. Another "jewel" that has received a suitable setting by this house is the truly admirable little "Clarendon Dictionary." See advertisement on first page.



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It is well said of this immortal poem that it offers unusual opportunity for the artist, and it is indeed a wonder that, heretofore, no adequate attempt has been made to depict by illustration the series of pictures it calls up of the sweetest and most tranquilizing aspects of nature and human life. In view of this fact, the publishers could hardly have made a happier selection than this for a holiday gift-book, or one that would be more gratifying to the public taste. The artists and engravers selected are those of unquestioned reputation, and the highest degree of the publisher's art is here exemplified in typography and binding by an excellence that approaches perfection. Among the more pleasing of the illustrations will be found the frontispiece by W. Hamilton Gibson, engraved by John Tinkey, that of "Yonder Ivy-mantled Tower," by R. Swain Gifford, engraved by John Dalziel; "Beneath that Yew-tree's Shade," by W. T. Richards, engraved by Arthur Hayman; "Perhaps in this Neglected Spot is Laid," by J. B. Sward, engraved by C. H. Reed; "Some Village Hampden," by A. B. Frost, engraved by George P. Williams; and Walter Shirlaw's drawing, "Now drooping, woful wan," engraved by Fred Juengling. Altogether it is a choice volume.

THE PRINCESS. Alfred Tennyson. Boston: James R. Osgood & Company. \$6.00 to \$35.00.

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THE AMERICAN CITIZEN'S MANUAL. Part II. By Worthington C. Ford. New York: G. P. Putnam's Sons.

The subject matter of this work is thrown into the form of a continuous essay, instead of being arranged according to the analytic method of school authors. The book, however, is not only interesting to the general reader, but could well supplement the average school treatise. The author takes up the different points of his subject in this order: Personal Rights, Protection to Property, War Powers, Foreign Relations, Regulation of Commerce, Naturalization, Post-offices, Indians, the Public Lands, Patent and Copy-right Laws, Corporations, Education, Charitable Institutions, Immigration, Taxation, Federal Taxation, State Taxation, Debts, Coinage and Currency. The last nine of these topics he handles in a clear, forcible way that holds the attention, even if it does not convince the "protectionist" or all writers on "currency." The book is well published having thick paper, wide margins, and large type.

THE ENGLISH BODLEY FAMILY. H. E. Scudder, Boston: Houghton, Mifflin & Co. \$1.50.

Thousands will recognize in this charming volume that family whose adventures they have followed through many incidents of travel, both domestic and foreign. Mr. Scudder has a way of his own in telling stories; and those who have listened to him once, will be glad to hear again from the friends whom he has made familiar. He imparts information in this book, as in others, without the young reader being aware of it. It is a fine thing—the art of teaching and entertaining at the same time, and here it is exemplified delightfully. After a summer spent in Holland, the family goes to England in search of new historic feasts. By a singular chance they fall in with an English family by the name of Bodley, which leads to the discovery of their long-lost ancestors. All the young people will want this book.

ANECDOTES OF THE CIVIL WAR. Major-Gen. E. D. Townsend. New York: D. Appleton & Co.

It will be many years before the eager reader will be satisfied with the stories and anecdotes growing from our great civil conflict. The conditions were in every way so unprecedented, that each situation in the great drama unfolds the most startling and unheard-of effects. One who was near to the heart of the times, and felt the pulse-beats of the awful fever, can tell so much, to him almost commonplace by comparison, yet that fills us who were at a distance, with the surprise and gratification of novelty. General Townsend's relation to the army and the administration during the war, gave him opportunities for observation which he has used in producing a most entertaining work. The inside history of many interesting movements in the War Cabinet and the origin of some peculiar stories and strange gossip, give the book decided interest.

MAGAZINES.

Cassell's Family Magazine, in its American edition, comes out as an essentially new publication, beginning the first number of its first volume with January, 1884. It is a monthly of 64 pages, slightly larger than those of our ordinary monthlies, and published for \$1.50 per year. The magazine is intended to include a suitable amount of "pure and well selected fiction," articles on household management, domestic cookery, gardening, education and recreation. Besides these there are to be papers by the "Sanitary Doctor," questions to be discussed by the "Family Parliament," and notes on Remunerative Employment for Women. There is also a department called the "Gatherer," which is a kind of dredge-net for all the curious and interesting facts, discoveries and inventions of the times. All these features are well represented in the January number, and most of them will be continued in subsequent numbers. Last, but not least, there are copious illustrations which add greatly to the instruction and entertainment of the publication. It opens with the first chapters of a serial story of the Yorkshire jet-hunters, by J. Berwick Harwood, entitled, "Within the Clasp;" there is a story, "Behind the Tapestry," by L. T. Mende; and the beginning of a continued story, "Witness My Hand," by the author of Lady Gendolen's Tryst; and, beside other stories, it contains papers particularly suggestive, helpful, and timely.

Dio Lewis's Monthly for December contains matter of unusual interest. "Maia: an Every-day Story," translated from the German by a granddaughter of the historian, Mr. Wirt, is a charming story, filled with bright surprises. "My Insane Asylum Experience," by Edward A. Bundy, is the story of an unhappy victim of one of our insane asylums. "Home and School Teaching," by L. F. Gardner, is a strong, hearty discussion of a genuine school. "Tessie's Merry Christmas," by Lillie Devereux Blake; "Another Reply to Dr. Crosby," by "Afterwards," by Sarah K. Bolton; "Divorce," by Emily Faithfull, the English philanthropist; "Ah Wing," a story of experience with Chinese servants in California; and "The Fashions," by Aunt Bonnybell, comprise some of the more interesting articles. The editor has several excellent papers.

The January North American Review is a specially important number by reason of its leading feature, "Ecclesiastical Control in Utah," as discussed by John Taylor, President of the Church of Latter-Day Saints, vs. Eli H. Murray, Governor of the Territory of Utah. All who wish an authoritative statement on each side of the vexed question will look for it here, and will not be disappointed. That President Taylor puts his argument in a good light, cannot be denied. Other papers of prominent interest are "Theological Re-adjustments," by Rev. J. H. Ryland, D. D.; "Alcohol in Politics," by Senator Henry W. Blair; and the second part of Gail Hamilton's "Day of Judgment," which is profoundly affecting.

The Magazine of Art is as beautiful this month as ever. From cover to cover it is enlivened with spirited and artistic pictures, original, and reproductions of notable paintings. As to its letter-press, it is in keeping with its illustrations. The features of the number include a frontispiece, copied from a painting by Edward Burne Jones, "The Evening Star;" a second article by Julia Cartwright on "The Certosa of Pavia," with six engravings; and a paper on Jean-Paul Laurens, "The Painter of the Dead," by Emilia F. S. Pattison, with three engravings from his paintings.

The Christmas number of the Magazine of American History has articles by John Esten Cooke on "Christmas time in Old Virginia," illustrated with portraits; "The Holidays in Early Louisiana," among the Creoles. A pleasing essay on "Christmas-Tide in Canada,"

"Christmas Season in Dutch New York," Horatio Hale; "A Huron Historical Legend;" "David Crockett of Tennessee;" and other articles. The third chapter of the Papers of Sir Henry Clinton occupies the department of Original Documents.

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The Art Amateur for January is abundantly worthy of the reputation and popularity attained by that beautiful magazine. Its wealth of designs, portraits and illustrations is not exceeded by any publication of the kind in the country, either in quantity or quality. A fine portrait of Bartholdi, the sculptor, by Henri Meyer, forms the frontispiece of this number; and a consideration of Bartholdi's work, past and prospective, furnishes material for some of the most interesting articles.

The January Atlantic will be a welcome number to all its readers. For one reason, Dr. Holmes has a poem in its pages, "At the Saturday Club." Henry James's paper on "Ivan Turgeneff" is of unusual interest; and the current instalments of "A Roman Singer," and of "Newport," will be eagerly received. There is an excellent short story, "The Bishop's Vagabond," by Octave Thanet, and other contributions going to make up a readable number.

The Popular Science Monthly is replete with articles ably discussing questions of popular and scientific interest. Among the more important may be mentioned Herbert Spencer's "Religious Retrospect and Prospect;" "The Morality of Happiness," by Thomas Foster; and an article of great practical value, whose precepts many sufferers would do well to heed on "Catching Cold," by C. E. Page, M. D.

BOOKS RECEIVED.

Ames's New Compendium of Practical and Artistic Penmanship. New York: Daniel T. Ames.
History of Prussia to the Accession of Frederick the Great. Herbert Tuttle. Boston: Houghton, Mifflin & Co. \$2.25.
A Roundabout Journey. Charles W. Warner. Boston: Houghton, Mifflin & Co. \$1.50.
Our Christmas in a Palace. Edward Everett Hale. New York: Funk & Wagnalls. (Standard Library.) 25 cents.
Boyce's Pearl English Dictionary. New York: T. Y. Crowell & Co. 50 cents.
John G. Whittier. Francis W. Underwood. Boston: James R. Osgood & Co. \$1.50.
A Week Spent in a Glass Pond. Juliana Horatia Ewing. New York: R. Worthington.
There Was a Little Girl. H. W. Longfellow. New York: R. Worthington. \$1.50.
Catalogue of Amherst College, 1883-84.
Scott-Browne's Book of Business Letters. New York: D. L. Scott-Browne.
English Lyrics. (Parchment Library.) New York: D. Appleton & Co. \$1.25.
Aunt Charlotte's Stories of American History. Charlotte M. Yonge and H. Hastings Weld, D. D. New York: D. Appleton & Co.
Anecdotes of the Civil War. Brevet Major-General E. D. Townsend. New York: D. Appleton & Co.
Hand-Book of Winter Resorts. New York: D. Appleton & Co. 50 cents.
The City of Success and Other Poems. Henry Abbey. New York: D. Appleton & Co.
Inaugural Address by Dr. August Wilhelm Hofman. Boston: Ginn, Heath & Co.
The English Bodley Family. H. E. Scudder. Boston: Houghton, Mifflin & Co. \$1.50.
The Princess. Alfred Tennyson. Illustrated. Boston: James R. Osgood & Co.
A Day in Athens with Socrates. New York: Charles Scribner's Sons. 50 cents.

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Publisher's Department.

Oh the first page of this JOURNAL will be found an advertisement of A. S. Barnes & Co., covering their admirable list of mathematical publications. As will be seen, the list is a long and very complete one, embracing as it does a most thorough course of training in every branch of the subject from the lowest primary arithmetic up to the highest and most technical subjects of collegiate study. The course is mainly the work of the master minds and skillful manipulation of Charles Davies, LL.D., and Prof. W. G. Peck, of Columbia College, N. Y. See also the notice of "Davies' Surveying," in our column of "Books."

The fine display of elegantly bound books at R. Worthington's store, 770 Broadway, is one of the sights of the season. What makes the display more attractive is, the very low prices at which the books are marked. Besides the finely bound books just mentioned, we noticed a large variety of gift books, and books for boys and girls, which are attracting a great deal of attention. Judging from the busy scene, we should say Mr. Worthington is doing a good business.

There are few people who have ever been to school at all but are more or less familiar with the name of Gould Brown. To many of us the mere mention of this august personage conjures up recollections of hours and days of far from undelightful study in his "Institute of English Grammar"; and in case of disputes, a victorious reference to his "Grammar of English Grammars." But even in this age of reaction against so much technical grammar, there is much merit in the books, and a great demand for them; as if shown by the new edition, revised by so practical a man as Henry Kiddle, published by the firm of Wm. Ward & Co.

All those who have any taste for the, natural sciences or practical arts and desire to buy books on these subjects, should send for the catalogue of John Wiley & Sons, Astor Place, N. Y. This firm also publish many works of a miscellaneous nature, and are the special publishers of all the productions of the great English art critic and word painter, John Ruskin.

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One self-denying act, one word
That eased the heart of him who heard,
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That fell like sunshine where it went,
Then you may count that hour well spent."

But if through all the livelong day
You've cheered no heart by yea or nay;
If, through it all,
You've nothing done that you can trace,
That brought the sunshine to one face;
No act most small,
That helped some soul, and nothing cost,
Then count that day as worse than lost."

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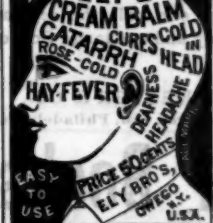
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